Innovative Higher Education

Volume 27, Number 1, Fall 2002

Editor's Page 3

Ronald D. Simpson

New Editor Appointed by Kluwer Academic Press

Teaching Excellence, Teaching Expertise, and the Scholarship of Teaching 5

Carolin Kreber

Discusses the nature and sources of knowledge construction in teaching excellence, teaching expertise, and the scholarship of teaching

Cultures of Undergraduate Teaching at Research Universities 25

Robert C. Serow, Pamela B. Van Dyk, Errin M. McComb, and Adrian T. Harrold

Discussion of teaching-oriented faculty members at research universities and their varying beliefs about faculty research and the Scholarship of Teaching

Expanding the "Great Conversation" to Include Arts and Sciences Faculty 39

Denise S. Mewborn, Sybilla Beckmann, Victoria Davion, Christy Desmet, Sally Hudson-Ross, Jenny Penney Oliver, Judith Preissle, and Hugh Ruppersburg

Explanation and presentation of The Dean's Forum, a structured venue in which faculty from two colleges collaborate on issues related to teacher education

Student Feelings of Connection to the Campus and Openness to Diversity and Challenge at a Large Research University: Evidence of Progress? 53

Jessica J. Summers, Marilla D. Svinicki, Joanna S. Gorin, and Teresa A. Sullivan

Report of findings for a study designed to measure feelings of campus connectedness and openness to diversity at a large research university

Interactive Television (ITV) Instructor Behaviors: Implications of Frequency and Importance 65

Barbara K. McKenzie, James E. Witte, Anthony J. Guarino, and Maria Martinez Witte

Assessment of a student response survey related to interactive television (ITV) instructor behaviors with study-based recommendations for practice

Guest Reviewers, Volume 26 75

Innovative Higher Education

Volume 27, Number 2, Winter 2002

Editor's Page 79
Libby V. Morris

Engaging New Faculty in the Scholarship of Teaching 83
Lynn C. Koch, Lisa A. Holland, Daniel Price, G. Leticia Gonzalez, Pam Lieske, Alison Butler, Kathryn Wilson, and Mary Louise Holly

Description and explanation of a generic strategy used to cultivate scholarly teaching by junior faculty from a variety of disciplines

Interdisciplinary Learning: Process and Outcomes 95
Lana Ivanitskaya, Deborah Clark, George Montgomery, and Ronald Primeau

Explanation of the development of advanced epistemological beliefs, enhanced critical thinking abilities, and metacognitive skills through interdisciplinary thought and learning, with illustration of stages and patterns

Creating Collaborative Community in Multidisciplinary Settings 113
Darla J. Twale, Molly A. Schaller, Sawyer A. Hunley, and Patricia J. Polanski

Reports of a study examining part-time students' perceptions of collaborative community in a multidisciplinary environment with suggestions for ways to enhance community

"It's Easier to Be Yourself When You Are Invisible": Female College Students Discuss Their Online Classroom Experiences 129
Patrick Sullivan

A study of female students revealing data about their experiences in taking online courses

Innovative Higher Education

Volume 27, Number 3, Spring 2003

Editor's Page 147

Kay Herr Gillespie

Rumination: The Concept of Stewardship Applied to Higher Education

Meaning Making and "The Learning Paradigm": A Provocative Idea in Practice 151

Frank A. Fear, Diane M. Doberneck, Carole F. Robinson, Kathleen L. Fear, Robert B. Barr with Heather Van Den Berg, Jeffrey Smith, and Robert Petrulis

Report of cooperation between two different institutions in exploring, expanding, and implementing their understanding of Barr and Tagg's "Learning Paradigm"

Researching the Scholarship of Teaching and Learning: An Analysis of Current Curriculum Practices 169

Scott A. Cottrell and Elizabeth A. Jones

Presentation of an analysis of how instructors at several kinds of institutions designed courses for scholarship of teaching and learning initiatives

Online Communities of Practice: A Catalyst for Faculty Development 183

Pamela D. Sherer, Timothy P. Shea, and Eric Kristensen

Explanation and discussion of an Internet-enhanced faculty learning community which provides valuable opportunities for enhanced and sustained faculty development activity

Changing What Is Taught: Hearing the Voices of the Underrepresented 195

Joyce Coleman Nichols

Positing a framework for the lengthy process of instituting major curriculum change at one institution

Innovative Higher Education

Volume 27, Number 4, Summer 2003

Editor's Page 211

Libby V. Morris

On Being Innovative

Meditation in Higher Education: The Next Wave? 215

Ed Sarath

An explanation of the purposeful use of mediation and contemplative practices in a music degree program with consideration of issues of teaching, evaluation, and credit as well as implications for other disciplines

Pathways to the Professorate: The Development of Faculty Identity in Education 235

L. Earle Reybold

A study describing the development of initial faculty identities with identification of five archetypal pathways – anointed, pilgrim, visionary philosopher, and drifter

Do It Your Way: Advice from Senior Academic Women 253

Eugenia Proctor Gerdes

Report of a qualitative research study gathering advice from senior academic women with categorization of the advice given and demonstration of a sense of optimism about women's progress in higher education

Guest Reviewers, Volume 27 277